

MATERIALS GUIDE: FCCERS-R



MATERIALS GUIDE



This resource should be used in conjunction with the FCCERS-R scale book and the GA and ERSI Additional Notes. This document will give a generalized overview of the kinds of materials needed in the Activities subscale of the FCCERS-R scale but will not give specific amounts of items that are needed. Additionally, the materials listed in this guide are not an exhaustive list of all materials that can be used. Please reference each item in your scale book to determine how many materials are needed based on the ages and abilities of children that are enrolled.

Helpful Tips to Keep in Mind:

- As materials are rotated for variety or for sanitizing, note the types of materials you are removing and add another material of the same type back into rotation. For example, if you take an interlocking material out, replace it with another interlocking material. This helps to ensure all kinds of materials are still represented.
- For mixed ages enrolled in your Family Child Care program, ensure materials for all ages and abilities are accessible for use. Keep in mind the ages of children in the program, how those ages change throughout the year, and the age ranges listed in the scale book.
- Material selection will need to change as children progress in age and abilities throughout the year. For example, when choosing materials for a group of toddlers, it may be necessary to include a few materials from infant categories at the beginning of the year but add in more preschool materials by the end of the year.

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BOOKS



Providers have an important role to play in preparing children for life-long literacy, both by making books accessible to children and by sharing the joy of reading with them. When providers encourage children to use books and model excitement in reading, children will learn to love books. Children can acquire pre-literacy skills by learning to identify letters and sounds, following a story, hearing new vocabulary, and recognizing print.

Infants and toddlers will learn new sounds and words, while **preschoolers** will learn inflection, storytelling, and new concepts like math or science. **School-agers** will continue to develop their love and skills for reading when age-appropriate books are accessible.

*Books can be store bought or teacher made, using laminated pictures of the children for example.

Books should:

- Be organized in a way that allows all children in the class to easily access them.
- Be suited to the age and developmental levels of the children.
- Contain positive social messages. Not contain graphic or violent images.



<p>Infants (Birth-11 months)</p>	<p>Toddlers (12 months-30 months)</p>	<p>Preschool (30 months- Kindergarten)</p>	<p>School-Age (1st Grade-12 years)</p>
<p>Cloth books</p> <p>Board Books</p> <p>Plastic books</p> <p>Accessible Book Storage</p>	<p>Board Books</p> <p>Toddler picture books</p>	<p>Paperback and Board books</p>	<p>Informational Paperbacks And Novels</p>
<p>Appropriate topics per age group:</p> <p>Wide selection of books with varied topics such as: people, race, age, ability, animals, familiar objects, familiar routines, nature/science, and math.</p>		<p>Wide selection of books with varied topics such as: nature, science, math, diverse people, feelings, jobs, cultures, sports, hobbies, and those representing current themes or topics.</p>	
<p>Homemade Books:</p> <p>Loose-leaf Book Rings</p> <p>Stapled, covered with tape</p> <p>Ribbon or Yarn</p> <p>Child-created</p> <p>Zip-lock bags</p>			

FINE MOTOR MATERIALS

Fine motor materials allow children to tone and develop their smaller muscle groups, which will help them as they learn to write and perform self-help skills such as zipping and buttoning. When varied categories of fine motor materials are accessible to children, they provide opportunities for developing a wider variety of skills as they grow.









Fine motor materials include the following: **interlocking materials, art, manipulatives, and puzzles.** Although art materials are considered in their own item, they are also considered fine motor materials in the FCCERS-R scale. Please see the art materials section for more ideas.

Did you know?

- Some materials can count in more than one category. For example, interlocking materials can also be considered a manipulative. When this happens, the materials will be counted in the category where needed but can only be counted once.
- Some materials may work for more than one age group. For example, Mr. Potato Head may be appropriate for both toddlers and preschoolers, and Legos and magnetic tiles are appropriate for both preschoolers and school-age children.
- When using small toys or art materials, check for size and potential choking hazards before use with young children.



Interlocking materials are objects that are designed to fit together.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Large pop beads</p>  <p>Large Links</p> 	<p>Assorted interlocking</p>  <p>Duplos</p> 	<p>Legos</p>  <p>Lincoln Logs</p>  <p>Bristle Blocks</p> 	<p>K'nex</p>  <p>Stretchy Tubes and Connectors</p> 
<p>Pop beads, large links, other shapes that connect such as flowers, fish, or animals</p>	<p>Pegs with peg boards, pop beads, small waffle blocks, bristle blocks, and other connecting shapes</p>	<p>Interlocking blocks of varied sizes, interlocking logs, Duplos, Legos, Tinker Toys, and magnetic tiles</p>	<p>Lincoln logs, small interlocking block building sets</p>

Homemade Interlocking Materials:

Interlocking cardboard



Interlocking tissue rolls



Interlocking pool noodles

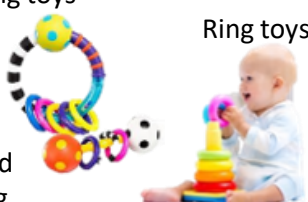










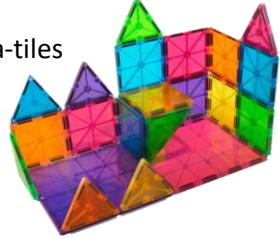
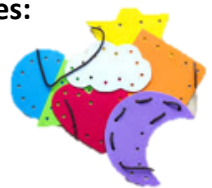





Interlocking felt pieces with fasteners














**When using small toys or art materials, check for size and potential choking hazards before use with young children.*

Manipulative materials encourage a child to learn through touching, moving objects, ordering, weighing, arranging to fit, etc. Being able to physically manipulate objects helps children have a deeper understanding of concepts that rote learning cannot provide.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Grasping toys</p>  <p>Ring toys</p>  <p>Stacked nesting cups</p>  <p>Ball rattle</p> 	<p>Mr. Potato Head</p>  <p>Busy box</p>  <p>Large lacing beads</p> 	<p>Lacing cards</p>  <p>Pegs with Pegboards</p>  <p>Gears</p> 	<p>Pick-up sticks</p>  <p>Magna-tiles</p> 
<p>Busy boxes, nesting toys, textured toys, cradle gyms, rattles, cause and effect toys that respond when buttons are pushed</p>	<p>Stacking rings, medium nesting cups, shape sorting games, big pegs with peg board, bead mazes, simple lacing toys, etc.</p>	<p>Stringing beads, sewing cards, table blocks, pattern blocks, zip-snap-button dolls, nuts and bolts, wooden train tracks</p>	<p>Pick-up sticks, jacks, marbles, small computer games</p>
<p>Homemade Manipulatives:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>Cardstock lacing cards</p>  </div> <div style="text-align: center;"> <p>Lacing stems</p>  </div> <div style="text-align: center;"> <p>Stackable egg crates</p>  </div> <div style="text-align: center;"> <p>Homemade shape sorter</p>  </div> </div>			

**When using small toys or art materials, check for size and potential choking hazards before use with young children.*

Puzzles are made of shaped pieces that fit into matching spaces either in a frame or without a frame. Some puzzles are less complex for infants with larger knobbed pieces and others are more complicated with more pieces and a more intricate design. Puzzles help develop fine motor skills as children must turn the pieces to line them up and then press them together.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Chunky puzzles</p>  <p>Floor mat puzzles</p> <p>Large knob puzzles</p>	 <p>Small knob puzzle</p>  <p>Chunky puzzles</p>	 <p>Framed puzzles</p>  <p>Floor puzzles</p>	<p>Non-framed Jigsaw puzzle</p> 
<p>Easy to grasp and large piece puzzles</p>	<p>Large, chunky piece puzzles, smaller knob puzzles</p>	<p>More complex puzzles, framed puzzles, knob puzzles, table-top puzzles that teach concepts such as counting</p>	<p>Complex puzzles, with many pieces and/or small pieces</p>
<p>Homemade Puzzles:</p>  <p>Painted wood block puzzle</p>	 <p>Cereal box puzzles</p>	 <p>Felt pieces puzzle</p>	 <p>Paper plate puzzles</p>  <p>Craft stick puzzles</p>

**When using small toys or art materials, check for size and potential choking hazards before use with young children.*

ART MATERIALS



Art materials are materials that children use to experiment with visual representation. When children are provided art experiences, they practice problem solving and develop fine motor skills that will aid them in later writing and self-help skills. Additionally, children can experiment in creative, hands-on ways with math and science concepts, such as space, line, shapes, and the combination of colors.

Art allows children to be creative and to express their ideas and thoughts. The more freedom children have in using these materials, the more benefits they will gain from the experience. Open-ended art projects that allow for individual expression teach children far more than teacher-directed crafts. Think process over product!

Art materials include the following categories: **drawing materials, paint, three-dimensional objects, collage materials, and tools.**

Remember:

- Close, age appropriate supervision is required when children use art materials.
- Edible materials are not counted as art materials because they give a misleading message about the proper use of food and pose common allergen threats for children. Art materials should also be non-toxic and safe for the ages of children using them.
- Gluing 3-D materials such as pom-poms to a flat surface does not count as 3-D. Children should be encouraged to build up and out with 3-D materials.
- In order to be considered accessible for older toddlers and preschoolers, paints should be set up for use, or be stored in a way that a child can reach and use them without a teacher's help.
- Some tools require other materials to be accessible for them to be used and counted. For example, rollers and cookie cutters require playdough, and stencils require paper and pencils, crayons, or markers.

Drawing materials allow children to freely draw what they would like. Paper or another drawing surface must accompany the drawing materials. Drawing helps children develop fine motor skills that will help them learn to print and write as they grow.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Chunky egg crayons</p>  <p>Finger crayons</p>  <p>*Art materials are not required for children under 12 months.</p>	<p>Jumbo colored pencils</p>  <p>Watercolor markers without caps</p> 	<p>Crayons</p>  <p>Marker boards with markers</p>  <p>Chalk</p> 	<p>Colored pencils</p>  <p>Regular pencils</p> 
<p>When using art materials with infants and toddlers, do not use materials labeled as inappropriate for children under 3 years.</p>		<p>Additional Materials: Crayons, pencils, pens, markers, and oil pastels</p>	
<p>Homemade Drawing Materials:</p> <p>DIY crayons</p>  <p>Melted crayons</p> 		<p>DIY sidewalk chalk using Plaster of Paris and tempera paint</p> 	

*Close, age appropriate supervision is required when children use art materials.

Painting with young children encourages children to express themselves while strengthening fine motor skills. Finger painting allows children to explore the feeling of the paint on their fingers and to use their fine motor skills to move and squish the paint around. When painting with a brush, children must use their fine motor skills to dip their brushes in the paint and wipe off the excess before moving the brush across the paper.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>*Art materials are not required for children under 12 months.</p>	<p>Watercolor paints</p>  <p>Tempera paints</p>  <p>Finger paints</p> 	<p>Liquid tempera paints</p>  <p>Tempera cake paints</p> 	<p>3-D Glitter paints</p>  <p>Acrylic paints</p>  <p>Metallic paints</p> 

Additional Materials: Liquid watercolors, glitter paint, powdered tempera paint, bubble paint

Homemade Paints:

Ice cube Paint



Homemade Paint Recipes









Homemade Bubble Paint



**Close, age appropriate supervision is required when children use art materials.*

Three-Dimensional Objects

Three-dimensional means that the art children create has height, width, and depth. Using 3-D objects helps children explore spatial orientation and problem solving as they figure out how to connect these materials together.







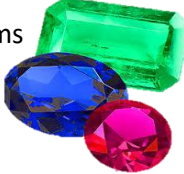






Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>*Art materials are not required for children under 12 months.</p>	<p>Playdough</p>   <p>Jumbo Craft sticks</p>	<p>Pipe cleaners</p>  <p>Modeling clay</p> 	 <p>Wooden craft pieces</p>  <p>Magic Nuddles</p>

Additional 3-D Materials: Cardboard rolls, Styrofoam balls, wiki-sticks, air dry clay, Floam, Scuplely, floral foam, pom poms, cotton balls. Some 3-D materials can be found around the house, such as recycling items like cereal boxes, empty plastic jars, and paper towel rolls. Different kinds of playdough can be homemade or made with children as an activity.

<p>Homemade 3-dimensional Materials:</p>	 <p>Empty plastic Jars</p>	 <p>Boxes</p>	 <p>Tissue Rolls</p>	 <p>Empty cereal boxes</p>
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**Close, age appropriate supervision is required when children use art materials.*

Collage materials allow flexibility as children create. Collage provides a different kind of fine motor practice than drawing or coloring, as children need to pick up each small collage material and glue or stick it on to the surface.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Art materials are not required for children under 12 months.</p>	 Short sections of ribbon  Large Foam Stickers  Yarn	 Buttons  Feathers  Cotton balls  Gems	 Pom-poms  Wooden shapes
<p>Additional Collage Materials:</p>	<p>Large pom-poms, natural objects, cloth, stickers, and felt scraps</p>	<p>Pom-poms, sequins, glitter, natural objects, cloth or felt scraps, foam or wooden shapes</p>	
<p>Homemade Collage Materials:</p> <p>Scrap paper</p> 	<p>Picture cut-outs</p> 	<p>Magazines</p> 	<p>Assorted tissue / paper</p> 

**When using art materials, check for size and potential choking hazards before use with young children. Close, age appropriate supervision is required when children use art materials.*

Art tools are any additional items that children use to create art. Tools increase the amount of creativity that children can have when making art. Tools also encourage a wide variety of fine motor skills, such as cutting, rolling, and pressing.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>*Art materials are not required for children under 12 months.</p>	<p>Glue Sticks </p> <p>Tape </p> <p>Playdough Rollers </p> <p>Paint Brushes </p>	<p>Safety Scissors </p> <p>Paint Rollers </p> <p>Stencils </p> <p>Bottles of Glue </p>	<p>Hole Punches </p> <p>Smaller paintbrushes/ different sized paintbrushes </p> <p>Children's Scissors </p>
<p>Additional Art Tools:</p>	<p>Paintbrushes with various widths and handle sizes, easy-to-use blunt scissors, self-stick stamps, stickers, tape</p>	<p>Hole/shape punches, tape, tools to use with playdough or clay, paintbrushes, sponge painters, dot paints, stamps and ink pads</p>	
<p>Homemade Art Tools:</p> <p>Cardboard paint scrapers </p> <p>Homemade Paintbrushes </p> <p>Sponges </p> <p>Homemade Glue </p>			

**Close, age appropriate supervision is required when children use art materials.*

MUSIC MATERIALS



From a very early age, children show us that they enjoy music produced either from voices or instruments. Providing musical instruments, musical materials, and musical experiences can encourage children in their language, social-emotional, and motor development.

Infants and toddlers are exposed to new sounds and words through songs. **Preschoolers and school age children** can learn concepts like cause and effect and tempo when working with different kinds of instruments.

Music can be used to encourage different kinds of activities, such as soft music at nap time or faster music to encourage dancing and gross motor movement.



Remember:

- When using musical toys that are battery operated, the batteries must be replaced when needed and the toy must be functional for it to be counted as a music material.
- The spread of germs should be minimized when children use music instruments with mouth pieces, such as a flute or harmonica. This can be done by sanitizing the material after each child or providing individual instruments for each child's personal use.
- For older children (4 years and up), a tape/CD player is only counted as accessible when children can use tapes/CDs independently.

Music materials are items that children and teachers use or create to make or listen to music. These materials include: **Musical toys**, which are toys that play music; **Instruments** that allow children to create noise, music, or musical sounds; and **recorded music** that the teacher or children play using a CD player or other device.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Piano/Xylophone</p>  <p>Assorted Musical Toys</p> 	<p>Musical Toys</p>  <p>Rainstick</p>  <p>Tambourines</p> 	<p>Drums</p>  <p>Xylophone</p> 	<p>CD player with CDs</p>  <p>Musical Keyboard</p> 
<p>Additional Materials: musical mobiles, soft toys with bells inside, drums</p>		<p>Pianos, bells, xylophones, guitars, flutes, triangles, cymbals, rhythm sticks, drums, keyboards, multicultural instrument sets, iPods</p>	
<p>Homemade Music Materials:</p> <p>Rainsticks</p> 	<p>Drums</p> 	<p>Guitar</p> 	<p>Maracas</p> 

BLOCKS

Blocks encourage children to experiment with shape, size, balance, and gravity, and are essential materials to have accessible to children. Block play also helps children to develop spatial awareness, to collaborate with other children, and to improve fine motor skills.






- **Infants** might explore the texture and feel of the blocks, the sound blocks make when they are hit together or shaken, designs on the blocks, and how to stack a few blocks.
- **Toddlers** might begin to experiment to see what happens when blocks are stacked different ways, how varied sized blocks build differently, and begin to make simple structures with them.
- As children become **preschoolers and early school-age**, they begin to make much more complex structures, often with an end goal of a specific structure in mind, such as bridges and intersecting roads, a zoo, a farm, or a house.

Remember:

- There are many different materials that people consider blocks, but the ERS tools define blocks. Blocks are geometric shapes with smooth sides that do not connect and fall over easily when stacked, and sides of blocks should be 2" or more.
- Blocks are only required for children 1-7 years of age.



The types of blocks recommended for different age groups of children differ because of age and ability. Young infants are provided with large soft blocks that are easy to grasp and are sometimes textured. Toddlers are given soft unit and hollow blocks that they can use to begin to safely experiment with building. Preschoolers and school-age children can be given heavier wooden unit and hollow blocks because their gross motor skills are more developed, and they can manage them as they build larger and more elaborate structures.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-2 nd Grade)
<p>*Blocks are not required for children under 12 months.</p>	<p>Cloth unit blocks</p>  <p>Vinyl blocks</p>  <p>Cardboard Hollow Blocks</p> 	<p>Wooden Unit Blocks</p>  <p>Wooden Hollow Blocks</p>  <p>*Blocks are not required for children older than 7 years.</p>	
<p>Additional Materials:</p>	<p>Soft vinyl, cloth covered blocks, large cardboard blocks, sensory blocks such as those that make noise, clear window blocks</p>	<p>Unit blocks (wooden, plastic, or hard foam including shapes such as rectangles, squares, triangles, or cylinders); large hollow blocks (wooden, plastic, or cardboard)</p>	

Homemade Hollow Blocks:

- Recycled boxes covered with duct tape, contact paper, vinyl wrapping paper
- 








Recycled large drink boxes
- 

Mini cereal boxes
- 

Empty packing or wrapping boxes of all sizes
- 

Duct Tape Building Blocks

Block accessories encourage children to enhance their play. Accessories should be stored near the blocks so that children know that they are intended to be used in block play, and they should add to block play rather than detract from it. Block accessories should be proportional to the size of the blocks being used.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st and 2 nd Grade)
<p>*Block accessories are not required for children under 12 months.</p>	<p>Vehicles</p>  <p>Wooden block people</p> 	<p>Animals (ex. zoo, farm)</p>  <p>Road Signs</p> 	
<p>Additional Accessories:</p>	<p>Small buildings, trees, plants, fences</p>		
<p>Homemade Block Accessories:</p>  <p>Homemade road and road signs</p>	 <p>Painted block wooden buildings</p>		<p>Cardboard parking garage used with blocks</p> 

DRAMATIC PLAY

Dramatic Play is the act of simply pretending. Pretend play is essential for the growth and development of children, it allows children to develop their imagination and act out roles. When using dramatic play materials, children should be free to use materials in their own way to cultivate their creativity.

Dramatic play materials should be plentiful and include a wide variety of materials and props. Having ample dramatic play materials to choose from enhances children's play and increases their opportunity for learning. When dramatic play materials and props are available both indoors and outdoors, children have more opportunities to engage in meaningful dramatic play.

Children see the greatest benefits of dramatic play when they have teachers who actively interact with them during play, talking about their play and joining in when appropriate. Through these purposeful interactions, teachers can help children develop language and communication skills and logic and reasoning skills, introduce vocabulary, include literacy concepts, and ask questions about math and science as they relate to the play.



For infants, dramatic play can increase their vocabulary as they learn words for everyday objects, such as hat, bowl, and cup. Introducing infants to dramatic play gives them their first experiences differentiating between real life and pretend things. Although infants usually play alone, dramatic play increases social-emotional skills and introduces the foundation for parallel play. They can mimic what they have seen their parents do, such as talk on the phone or give a baby a bottle. Even young infants can mimic a teacher patting or rocking a baby doll. Materials for infants should be simple and easily accessible.

Infants

(Birth-11 months)



Soft dolls



Pots and Pans



Toy telephones



Soft animals



Soft toy foods

Additional Materials: Diverse people figures, toy animal figures, toy vehicles, purses without straps

Dramatic play is important in the development of toddlers and twos. Dramatic play helps to expand their vocabulary, teaching them names for types of foods, dishes, and actions, such as stir or pour. It encourages them to use their expressive language skills and communicate with one another as they act out different roles. Teachers are essential for modeling roles, showing children how to use the materials, and encouraging children to try things on their own. Toddlers begin to move beyond mimicking to create their own ideas and stories as they develop.

Toddlers

(12 months- 30 months)

Dolls



Toy Telephones



Play foods



Cooking/eating equipment (pots, pans, dishes, cups)



Simple dress up clothes



Child-sized play furniture

Additional Materials: Doll furnishings, soft animals, small play buildings with accessories, people figures, toy animal figures, toy vehicles

Homemade Toddler Dramatic Play Materials:



Food made from blocks

DIY Stove/
refrigerator from
plastic storage
drawers



Mailbox



Dramatic play is essential for the development of preschoolers as it encourages them to develop imagination and empathy as they role play. It also allows them to work on their language, reasoning, and social skills as they communicate with one another, share ideas, listen, and pretend with one another. When ample and varied materials are provided for children to use in dramatic play, the possibilities of play and the benefits of dramatic play are enhanced and extended.

Preschool

(30 months-Kindergarten)

Child-sized furniture



Dress-up clothes for boys and girls



Cooking/eating utensils

Toy telephone



Dolls



Doll furniture



Toy foods

Props for role play



Accessories



Additional Materials: Stuffed animals, mirrors, accessories (purses, tote bags, briefcases, glasses (no lens), additional theme props, cash register, restaurant menus, career props

Homemade Preschool Dramatic Play Materials:

Cardboard pizza oven



Post office



Flower shop



School-age children require a wider range of props that they can use to act out their more complex understanding of the world. School-agers often extend their dramatic play into theatrical performances or puppet shows. School-age children can use preschool dramatic play materials as well.

School-Age

(1st Grade-12 years)

Large variety of foods



Puppet Theater with puppets



Interlocking blocks with accessories for fantasy

Additional Materials: Theater props, costumes, formal dress up clothes, uniforms from fast food restaurants, fashion dolls representing adult figures, action figures, restaurant menus, waiter/waitress props, veterinarian kit and props

Homemade School-Age Dramatic Play Materials:



Cardboard Castle



Cardboard Fiesta drink shop



DIY Space Station



MATH/NUMBER









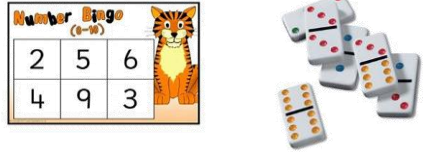








Children's experiences with math activities and materials set the foundation for their understanding of concepts such as size, quantity, numbers, and shapes. Materials that are provided for children need to be developmentally appropriate for their level and interest.

Introduce math for **Infants, Toddlers, and Twos** naturally. These experiences should be informal and occur as children play with everyday materials or toys. Singing can also be another great way to begin to introduce math concepts, such as counting, to children. **Preschool** experiences with numbers and math should relate math words and concepts to real world experiences to build the foundation for math in later years. **School-agers** should have more complex materials and/or games for complex math concepts, such as measuring, addition, subtraction, multiplication, and/or division.

Remember:

- Some math materials could be used for materials in other items. For example, a number puzzle would count for math as well as fine motor.
- Materials that require several components will only be counted if all components are present. Similarly, if a math material requires additional materials for its use, those must be present. For example, measuring cups and spoons are only useful when they have materials with them to measure, such as sand or water.



Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Simple shape puzzle</p>  <p>Phones with numbers</p> 	<p>nesting cups</p>  <p>Stacking rings</p>  <p>Shape sorters</p> 	<p>Number puzzles</p>  <p>Number Games</p>  <p>Small objects used for Counting Activities</p> 	<p>Parquetry Blocks</p>  <p>Geoboards</p>  <p>Unit cubes and rods</p> 
<p>Additional math/number materials: Rattles of various shapes, cradle gyms with hanging shapes, number and shape board books, cash register with number</p>		<p>Balance scales, rulers, magnetic numbers, parquetry blocks or geometric shaped blocks, books on counting/shapes, math/number computer software</p>	<p>Rulers, tape measurers, number lines, math cards and board games, calculators, math computer software</p>
<p>Homemade Math/Number Materials:</p> <p>Homemade Abacus</p>  <p>Felt-shapes book</p> 		<p>Matching shapes Ice tray</p> 	<p>Cardboard Shape sorter box</p> 

NATURE/SCIENCE




From a young age, children are fascinated by the natural world. When teachers encourage children as they explore the natural world around them, it lays the foundation for science learning as they grow. When children are provided many kinds of science materials and experiences, they readily explore nature and science concepts. As children begin to explore these materials, teachers can add vocabulary, add new concepts and information to extend their learning, and encourage children to ask questions and talk about what they see.

Nature/Science materials include the following categories: **collections of natural objects, living things, nature/science books, pictures, games or toys, and nature/science tools.**



Living Things

When children are given the chance to observe and care for living things, they learn about life processes, such as the need for air, food, and water. It also gives them a sense of responsibility.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
Non-poisonous, living plant 	 Easily viewed bird feeder	 Fish	
Additional Materials: House plants or terrarium; plants sprouting from seeds; flower, vegetable, or herb gardens (outdoors or indoors); fresh cut flowers in water, class pet (rabbit, gerbil, hermit crab); aquarium with fish, snails, or other animals; ant farm; worm farm; butterfly hatching kit			

Collections of Natural Objects:

Natural objects are things created by nature that can be found outdoors. Children can use these items to not only learn more about nature, but also to classify, categorize, and sort. Plants and animals that are encased in a hard plastic or resin are also considered here.

 Seashells  Bird's nest	 Leaves	 Insects in transparent resin	 Rocks
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Additional Materials: Nuts (acorn, buckeye, walnuts), feathers (not dried), fossils, natural wood, pinecones, opened empty eggs from birds, dried flowers, seeds or pits from fruit, gourds

Nature/Science Books, Pictures, Games, or Toys

Nature/Science books, pictures, games, or toys give children realistic facts about animals, nature, and health concepts. These materials help children to develop their senses and overall awareness of the natural world around them. Adding books to a science center also gives children the opportunity to research and investigate topics they are interested in or curious about.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Factual books</p>  <p>Realistic Simple Animal Games, Pictures, and Posters</p> 	<p>Factual books</p>  <p>Five Sense Game</p>  <p>Science Memory Game</p> 	<p>Factual books</p>  <p>Life Cycle puzzles</p> 	<p>Factual books</p>  <p>More Difficult Science Puzzles</p> 

Additional Materials: Nature/science puzzles with pictures, flashcards, nature picture matching cards, nature picture sequencing cards, realistic factual nature science videos or computer games

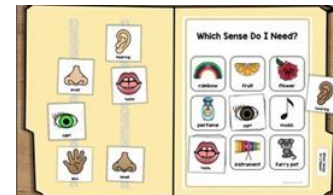
Homemade Books/Games:



Leaf Books











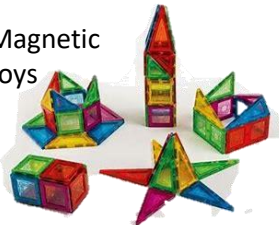





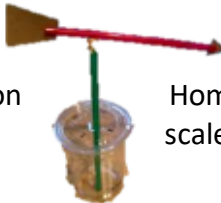
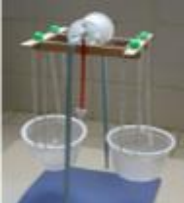
Cardboard leaf matching gam



Nature/Science File Folder Activities

Tools

Nature/science tools allow children to experiment with scientific concepts and to explore the scientific process. Materials need to be provided with tools for children to get the most out of them. For example, magnet wands will need objects to attract; magnifying glasses will need objects to study; and microscopes will need slides to examine.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Magnetic stack</p>  <p>Color paddles</p>  <p>Easy hold magnifier</p> 	<p>Large magnets with objects to attract</p>  <p>Binoculars</p>  <p>Balance scale</p> 	<p>Funnels</p>  <p>Magnifier glasses and tweezers</p>  <p>Magnetic toys</p> 	<p>Eyedroppers</p>   <p>Microscope</p> 
<p>Appropriate tools may be used with infants but are not required.</p>		<p>Additional Materials: scales, tape measure, rulers, test tubes, safety goggles, binoculars, prisms, kaleidoscopes, thermometers, working light table, flashlights</p>	
<p>Homemade Science Tools:</p> <p>Smelling bottles</p>  <p>Rain gauge</p>  <p>Weather station</p>  <p>Homemade scale</p> 			

SAND/WATER

Exploring water and sand through play helps children learn about the properties of these natural materials. Children can use tools and toys to learn how to sculpt things from sand, experiment with sink and float, and explore math properties, such as measuring liquids.



Remember:

- Sand/Water is not required for children younger than 18 months or over 6 years of age.
- There should be enough sand/water for the children to easily dig, scoop, pour, and fill with it.
- Allowing children to play in puddles, dirt, mulch, or other types of outdoor surfacing does not meet the requirements for this item.
- Sand substitutes must have the same properties of sand and allow children to dig, scoop, pour and fill. Slime, goop, shaving cream, or food items, such as pasta, rice, or beans, cannot be used. Additionally, materials that pose a danger to children under 6 years, such as dried beans, small pebbles, Styrofoam chips/peanuts, corn meal, or flour, cannot be counted as a substitute to sand.
- Portable wading pools may not be used for water play due to extreme health and safety risks.

Infants / Young Toddlers (Birth-17 months)	Older Toddlers (18 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade)
<p>*Sand/water is not required for children under 18 months of age.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Sand/Water tables</p> </div> <div style="text-align: center;"> <p>Sand/Water toys</p> </div> <div style="text-align: center;"> <p>Sand/Water toys</p> </div> <div style="text-align: center;"> <p>Sand/Water toys</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <p>Floating toys</p> </div> <div style="text-align: center;"> <p>Shovel and pail</p> </div> <div style="text-align: center;"> <p>Sifters</p> </div> <div style="text-align: center;"> <p>Scoops</p> </div> <div style="text-align: center;"> <p>Watering can</p> </div> </div>		

Additional Materials Measuring cups, sponges, plastic toy animals, sink and float toys, coloring for water, bubbles for water, damp sand, baby dolls for washing

Homemade Sand/Water Materials:

DIY Floating Boats (sponges/straws)



Sand containers



DIY sand combs

DIY bottle funnel



PROMOTING ACCEPTANCE OF DIVERSITY



The ERS scales use the word **diversity** to refer to the differences between groups of people regarding race, religion, culture, gender, age, or ability. When early childhood programs give children the opportunity to learn about diversity through the materials and activities provided in the classroom, children understand more about the people and world around them.

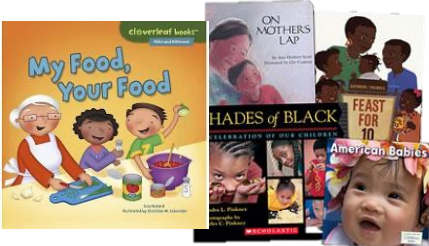









According to the ERS instruments, **acceptance of diversity** means that instead of viewing differences as a negative, differences are considered strengths, adding more flavor to life and allowing all to contribute in unique ways.

Promoting acceptance of diversity materials include the following categories: **culture, race, abilities, age, and gender in non-stereotyping roles**. Materials that count in this item may also count in other items. For example, a book showing a child wearing eyeglasses will also count in books, and pretend foods from different cultures will also count in dramatic play.

Remember: Examples must demonstrate a contrast in diversity. For example, a taco would not count as an example of cultural diversity alone, but when paired with food from another culture, such as sushi, the pair would count as one example.

Culture

Culturally diverse materials introduce children to customs that people may experience in different parts of the world, demonstrated by showing contrasting examples of traditional clothes worn, food eaten, realistic photos of customs taking place, and/or experiencing cultural music materials.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
<p>Books</p>  <p>Musical instruments</p> 	<p>Block people</p> 	<p>Multicultural vests</p>  <p>Foods</p> 	<p>Multicultural Music</p> 
<p>Additional Cultural Materials:</p>	<p>Dramatic play dishes or props, posters, picture card games, play foods from many cultures, posters, puppets, restaurant menus, multicultural instrument sets</p>		
<p>Homemade Diversity Materials:</p>			
<p>Felt Sushi</p> 	<p>Felt Ravioli</p> 	<p>Bongo drums with cans</p> 	<p>DIY Sombrero</p> 

Race

Racially diverse materials introduce children to the contrasting ways people can look by including examples of materials showing people of varied skin tones, facial features, races, and ethnic groups. This helps children to become familiar with people in our world and to value people from all races and ethnic groups.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
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Dolls



Books



Multicultural Crayons

Puppets



Puzzles



Additional Materials:

Posters, bingo games showing people, felt stories, block people, language sequence cards, community helper flashcards, art materials (people cut outs, multicultural paint, multicultural colored pencils)

Homemade Diversity Materials:



Felt Dress-Up Dolls

Tissue Roll
Block People








DIY Photo puzzles



Abilities

Materials that show people with differing abilities help children to understand others around them who may think, speak, act, or move differently than they do. This is typically demonstrated by showing contrasting examples of people using varied communication methods, people who use equipment to assist them (hearing aids, walkers, glasses, wheelchairs, etc.), and people with differing abilities interacting in activities children can relate to.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
 <p>Posters</p>	<p>Block people</p> 	<p>Puzzles</p>  <p>Math and language games</p> 	<p>Dramatic play props</p> 
Additional Materials:	Books, bulletin boards, puppets, dolls, floor puzzles, display photos		

Homemade Diversity Materials:



Felt people with eyeglasses

Letter and sign match cards



Homemade peg dolls with eyeglasses



ASL Flashcards



DIVERSITY MATERIALS

Age

Diversity in age means that the materials show contrasting examples of a wide span of ages, including senior citizens, younger adults, teenagers, children, and infants.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
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Finger puppets



Block people



Books



Puzzles



Additional Materials: Posters, picture card games, felt stories, dolls, puppets, display photos

Homemade Diversity Materials:



Homemade Craft Stick Puzzle



Homemade Puppet











Homemade block figures



Homemade memory game

Gender Roles

Gender Roles are a set of norms that society considers acceptable, appropriate, or desirable for people of certain genders. Materials that show non-traditional gender roles help children to see that men and women can do both traditional and non-traditional tasks.

Infants (Birth-11 months)	Toddlers (12 months-30 months)	Preschool (30 months- Kindergarten)	School-Age (1 st Grade-12 years)
 <p>Puppets</p>	<p>Career block people</p>  <p>Posters showing gender in non-stereotyping roles Ex: female doctors, male nurses, male teachers, etc.</p> 	<p>Books</p> 	 <p>Puzzles showing non-traditional gender roles (Ex: female scientist)</p>
<p>Additional Materials:</p>		<p>Dramatic play clothes, picture card games, books, block figures, display photos</p>	
<p>Homemade Diversity Materials:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="214 1190 336 1289"> <p>Printable Match-up game</p>  </div> <div data-bbox="741 1142 919 1278"> <p>DIY Peg dolls with female doctors and police officers</p>  </div> <div data-bbox="1352 1145 1491 1210"> <p>Craft stick puzzle</p>  </div> </div>			